DOCUMENT RESUME

ED 370 374 FL 022 123

AUTHOR	Guadalupe, Deana R.
TITLE	Integrated Methods for Pupils To Reinforce Occupational and Verbal Effectiveness (Project IMPROVE). Final Evaluation Report, 1992-93. OREA Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	13 Sep 93
CONTRACT	T003A10148
NOTE	52p.
AVAILABLE FROM	Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Asian Americans; Attendance; *Bilingual Education Programs; Career Education; Chinese; Citizenship Education; Cultural Awareness; Dropout Prevention; Educational Attitudes; *English (Second Language); High Schools; Inservice Teacher Education; Instructional Materials; Latin Americans; *Limited English Speaking; Material Development; Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; Spanish; Spanish Speaking
IDENTIFIERS	New York City Board of Education

ABSTRACT

Integrated Methods for Pupils to Reinforce Occupational and Vocational Effectiveness (Project IMPROVE) was a federally funded project in its second year of operation in two Manhattan (New York) high schools in 1992-93. It served limited-English-proficient students, 186 Latino and 13 Asian-American, in grades 9-12. Students received instruction in English as a Second Language (ESL), native language arts (NLA), science, mathematics, social studies, and career education. Program staff attended workshops and conferences, had the opportunity to take college courses, and developed curriculum materials. Parent involvement activities included ESL classes, meetings, interviews with program staff, and educational field trips. The project met its objectives for Spanish and Chinese NLA, familiarity with American citizenship and culture, cultural pride, attitude toward school, dropout prevention, attendance, career education, and parent involvement. It partially met objectives for content area subjects and staff enrollment in area colleges. It failed to meet objectives for ESL and staff awareness of pupil needs and problems. Recommendations for program improvement include: exploration of reasons for low ESL achievement and augmentation of teaching methods as needed; formation of content area study groups, with individualized and peer instruction; encouragement of staff's college enrollment; increased awareness of student needs and problems through workshops. (MSE)

ED 370 374

OREA Report

Integrated Methods for Pupils to Reinforce Occupational and Verbal Effectiveness (Project IMPROVE)
Transitional Bilingual Education Grant T003A10148
FINAL EVALUATION REPORT
1992-93

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rebel

Tobias

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL022123

BEST COPY AVAILABLE

FL

Integrated Methods for Pupils to Reinforce Occupational and Verbal Effectiveness
(Project IMPROVE)
Transitional Bilingual Education Grant T003A10148
FINAL EVALUATION REPORT
1992-93

Mr. Tim Law, Project Director
High School Bilingual
E.S.L. Programs
1171 65th Street, Room 505
Brooklyn, NY 11219

NEW YORK CITY BOARD OF EDUCATION

Carol A. Gresser
President

Irene H. Impellizzeri
Vice President

Victor Gotbaum
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra-Vélez
Dennis M. Walcott
Members

Andrea Schlesinger
Student Advisory Member

Ramon C. Cortines
Chancellor

9/13/93

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201, Telephone (718) 935-3320.

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

Integrated Methods for Pupils to Reinforce Occupational and Verbal Effectiveness (Project IMPROVE) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year of operation at Washington Irving High School and High School of Art and Design in Manhattan. Project IMPROVE served a total of 186 Latino and 13 Asian-American students of limited English proficiency (LEP) in grades nine through twelve. This represented a decrease of 24 students from the previous year. Participating students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), content area subjects, and career education.

Program staff attended workshops and conferences, had the opportunity to take college courses, and developed curriculum materials.

Parental involvement activities included E.S.L. classes, meetings, interviews with program staff, and educational field trips.

Project IMPROVE met its objectives for both Spanish and Chinese N.L.A., familiarity with American citizenship and culture, cultural pride, attitude toward school, dropout prevention, attendance, career education, and parental involvement. The project partially met its objectives for content area subjects and staff enrollment in college courses. It failed to meet its objectives for E.S.L and staff awareness of pupil needs and problems.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Explore reasons why fewer than the anticipated number of students showed gains in English language proficiency. Augment small group instruction, peer tutoring, and computer-assisted instruction, as needed.

- Form study groups for content area courses, particularly at the High School of Art and Design. Provide individualized and peer-group instruction.

- Encourage staff at the High School of Art and Design to enroll in university courses.

- Help staff develop an increased awareness of students' needs and problems by offering workshops specifically devoted to that topic.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Ms. Deana R. Guadalupe for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX (718) 935-5490

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Students' Characteristics	2
	Project Objectives	4
	Project Implementation	5
	Parent and Community Involvement Activities	11
II.	EVALUATION METHODOLOGY	12
	Evaluation Design	12
	Instruments of Measurement	12
	Data Collection and Analysis	14
III.	FINDINGS	16
	Participants' Educational Progress	16
	Former Participants' Academic Progress in English Language Classrooms	20
	Overall Educational Progress Achieved Through Project	22
	Case Histories	26
	Staff Development Outcomes	27
	Parental Involvement Outcomes	29
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	30
	Achievement of Objectives	30
	Most and Least Effective Components of the Project	30
	Recommendations to Enhance Project Effectiveness	31
	APPENDIX A Instructional Materials	32
	APPENDIX B Schedule of Instruction	37
	APPENDIX C Likert Scales	39

LIST OF TABLES

		PAGE
TABLE 1	Number of Students in Project IMPROVE, by Grade	2
TABLE 2	Students' Countries of Origin	3
TABLE 3	Project Staff Qualifications	8
TABLE 4	Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade	18
TABLE 5	Passing Grades in Native Language Arts, by Language	19
TABLE 6	Passing Grades in Content Area Courses, by Site and Subject	21

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Act (E.S.E.A.) Title VII-funded project, Integrated Methods for Pupils to Reinforce Occupational and Verbal Effectiveness (Project IMPROVE).

PROJECT CONTEXT

Project IMPROVE operated at the Washington Irving High School and High School of Art and Design in Manhattan. At Washington Irving High School, the surrounding community was mostly Latino and African-American. The community surrounding the High School of Art and Design was more diverse.

Of the 1,920 students who were registered in Washington Irving High School, 55.2 percent were African-American, 40.2 percent were Latino, 3.3 percent were Asian-American, and 1.3 percent were European-American. The student population consisted of 1,047 females (54.5 percent) and 873 males (45.5 percent). Of these students, 31 percent were eligible for free lunch. Fourteen percent (262) were of limited English proficiency (LEP).

The High School of Art and Design served students from all over the city. Of the 1,888 students enrolled, 41.7 percent were Latino, 32.6 percent were African-American, 16.2 percent were European-American, and 9.5 percent were Asian-American. The student population consisted of 1,358 males (71.9 percent) and 530 females (28.1 percent). Thirty-seven percent were eligible for free lunch. Only 5 percent (97) were LEP.

Washington Irving High School was built in 1913. The school was in need of repairs and the interior needed painting. The halls were noisy and crowded. Security guards were posted around the school and there were metal detectors at the main entrance. The school only used 76 percent of its total capacity.

The High School of Art and Design was built in 1960. The hallways were crowded but clean, and classroom conditions were satisfactory. Students' art was displayed throughout the school and made for a bright and pleasant ambiance.

STUDENT CHARACTERISTICS

The project served 199 Spanish- and Chinese-speaking LEP students in ninth through twelfth grade. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. At Washington Irving High School, Project IMPROVE served LEP students and also considered requests from parents, guidance counselors, and teachers. To participate in Project IMPROVE at the High School of Art and Design, LEP students had to have artistic ability, as determined by an entrance examination. Upon enrollment, Asian-American students tended to take architecture, and Latino students seemed to favor commercial art.

TABLE 1

Number of Students in Project IMPROVE, by Grade

High School	9	10	11	12	Total
Washington Irving	51	56	53	14	174
Art and Design		7	12	6	25
Total	51	63	65	20	199

The project served a total of 199 students; male students numbered 89 (44.7 percent), female 110 (55.3 percent). Students whose native language was Spanish numbered 186 (93.5 percent); those whose native language was Chinese numbered 13 (6.5 percent). A majority of the participants were born in the Dominican Republic (70.4 percent). The next largest groups came from China (6.5 percent), and Ecuador (5.5 percent). (See Table 2 for countries of origin.) Most students were new arrivals in the United States. Ninety-six percent of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Dominican Republic	140
China	13
Ecuador	11
Puerto Rico	8
Mexico	6
Peru	6
United States	3
Argentina	2
Colombia	2
El Salvador	2
Honduras	2
Panama	2
Nicaragua	1
Venezuela	1
Total	199

Needs Assessment

Before instituting this project, Project IMPROVE conducted a needs assessment of the targeted LEP students. The primary needs of students were to develop reading and mathematics skills, gain proficiency in English and in their native language, and increase familiarity with American culture.

PROJECT OBJECTIVES

Student Objectives

- Seventy percent of the target students will demonstrate a significant increase in English proficiency as indicated by improvement on their LAB scores.
- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish achievement.
- Seventy-five percent of the Chinese dominant participants will demonstrate a significant increase in Chinese language achievement as indicated by improvement on a teacher-made test.
- At least 70 percent of all target students will score at or above the passing criterion of 65 in the subject areas of science, mathematics, and social studies.
- The program will organize at least three field trips for the targeted students at the two school sites to historical museums and United Nations, the White House, etc. to increase their familiarity with American culture and citizenship.
- Seventy-five percent of all target students will demonstrate an improvement in attitude towards their heritage.
- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school.
- Program students will have a significantly lower dropout rate than similar non-program students.

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students'.

- All graduating students will meet the bilingual career specialists for advisement at least three times during the school year.

- The program will have at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

Staff Development

- Ninety percent of the program staff members will enroll in at least one university course each semester.

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

Parental Involvement

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in these activities.

PROJECT IMPLEMENTATION

Project IMPROVE was designed to serve a large number of Chinese- and Spanish-speaking students and their parents. The project aimed to develop English and native language skills. Project IMPROVE also provided career planning and development, college preparation, field trips, tutoring, and guidance.

The project incorporated plans for after-school tutoring to help students prepare for the Regents Examination, Regents Competency Tests (R.C.T.), and assist with homework assignments in English and the content areas.

The bilingual resource specialists at both sites operated an enrichment center exclusively for project students. The enrichment center was open before school

hours and stayed open after school. It provided a welcoming and supportive atmosphere conducive to learning. Students could make use of computer-assisted instruction (C.A.I.) for LAB preparation, MACpaint, and tutorials in their native language. Project students were welcome to study or complete any school-related work in the center.

Students published and distributed a bilingual newsletter twice a year. The newsletter included students' art, poetry, and essays, as well as information on upcoming events and listings of students' academic achievements.

Both schools provided extracurricular activities for all students. Clubs included African Heritage, Honor Society, Art Honor Society, Jewish Culture, Drama, Student Government, Math and Science, Art Gallery, Racial Harmony, and Chess. Students were involved in such sports as volleyball, basketball, and weightlifting.

Project IMPROVE offered orientation during the summer for incoming students, at which time they met with the guidance counselor, took tests, and received remedial help as necessary. At the High School of Art and Design, students brought in their art portfolios for review. Staff worked closely with students to help them meet project guidelines, complete forms, and answer questions. Parents were welcome to accompany their children.

Many cultural events, assemblies, and meetings were held during the school year. Events included the African Heritage Show, Battle of the Bands, drama presentations, a Spring Arts Festival, and a fashion show. Washington Irving High School celebrated Puerto Rican Heritage Month and students were involved in a

Spanish spelling bee. ASPIRA held meetings on self-development, societal development, college preparation, and cultural awareness.

Parental involvement included E.S.L. classes for parents and adult siblings of participants, as well as meetings and workshops.

Project staff provided personal, career, and college guidance. Staff developed curriculum materials, attended workshops, conferences, and meetings; and participated in college-level courses.

Materials, Methods, and Techniques

Washington Irving High School offered E.S.L. and N.L.A. at beginning, intermediate, advanced, and transitional levels. Content areas (mathematics, science, and social studies) were taught in the students' native language. At the High School of Art and Design, E.S.L. and N.L.A. were offered at beginning, intermediate, and advanced levels. Content area courses were taught in English supplemented by the students' native language. At both schools, E.S.L., N.L.A., and content area subjects were taught five times per week for 40 minute periods.

Teachers of participating students used a wide array of strategies and techniques. In E.S.L., N.L.A., and content area classes, the project used individual, small group, and whole class instruction. Other techniques included cooperative learning, role playing, total physical response, and C.A.I. Students read reports and wrote journals. Video programs were used for cultural enrichment. Students were also involved in speech and spelling contests, and individual and group projects.

For a list of instructional materials, see Appendix A.

Capacity Building

In the fall of 1993, with the help of tax-levy monies, the project plans to take over the funding for two career specialists, textbooks, and student activities.

Staff Qualifications

Title VII Staff. The Title VII staff included the project director, two resource specialists, and two educational assistants. For a description of degrees held and language competencies, see Table 3. Three staff members were native speakers of Spanish, and two were native speakers of Chinese.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Chinese
Resource Specialist	M.A.	Chinese
Resource Specialist	B.A.	Spanish
Educational Assistant		Spanish
Educational Assistant		Spanish

The project director was responsible for the overall administration, supervision, and control of the project. He oversaw budgetary matters and city, state, and federal regulations and guidelines. He was also responsible for ensuring that the project met its goals. He served as liaison between the project and various divisions of the Board of Education of the City of New York and the State Department of Education. The project director initiated and conducted workshops and other activities for staff.

The resource specialists interviewed, tested, and placed students in the program. They maintained a very close relationship with program students assisted in the enrichment centers, and implemented program activities for students and parents.

The educational assistants' responsibilities included reviewing results of tests with teachers and students and providing one-to-one tutoring (based on the teacher's recommendations). They assisted in the preparation and construction of instructional materials.

Other staff. Tax-levy funds paid the salaries of 55 teachers who provided instructional services to project students. Twenty-five had teaching proficiency* and two had communicative proficiency** in Spanish. Three staff members had teaching proficiency in Chinese, three in French, and one in Arabic.

Four teachers held doctorates, 30 held master's degrees, 16 had bachelor's degrees, and 5 were attending college. All teachers held certification in the subject area they taught, except one teacher certified to teach English, who taught E.S.L.; one teacher certified to teach physical education, who taught science; and one teacher certified to teach social studies, who taught general science.

Staff development. Five staff members were enrolled in college courses in the spring and fall semesters. Meetings were held on project affairs, college and career

---

*Teaching Proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects.

**Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

planning, sharing strategies, and R.C.T. and Regents requirements. Topics for workshops included connecting literature and writing, mathematics, and dual literacy.

The staff at Washington Irving High School adapted curriculum materials in history, mathematics, and E.S.L. Staff at the High School of Art and Design developed materials in N.L.A. and physics.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 8.2 years (s.d.=2.1) of education in a non-English-speaking school system and 2.9 years (s.d.=1.9) of education in the United States. The median time students participated in Project IMPROVE was 14 months.

Activities to Improve Pre-referral Evaluation Process.

Students who had continuous learning problems and multiple failures were referred by teachers to the School-Based Support Team (S.B.S.T.). All S.B.S.T. members were bilingual.

Instructional Services for Students with Special Needs

Students were offered C.A.I. in Chinese, Spanish, and English. After-school tutoring was also available.

Project IMPROVE did not provide services for disabled or gifted and talented students. Those who fell into these categories were referred to schools to suit their special needs. However, students at the High School of Art and Design were able to obtain services from a hearing specialist and a speech teacher.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parental involvement featured E.S.L. classes. The Bilingual Parent Advisory Committee (BPAC) held an orientation meeting as well as sessions on college applications, residency, education, requirements for graduation, the scholastic Achievement Tests (S.A.T.s), AIDS, and immigration rights. Parents attended school events and assemblies, and accompanied students on field trips.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to those served by Project IMPROVE.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The Chinese N.L.A. objective was assessed by teacher made tests. The

N.L.A. objective and content area objective in mathematics, science, and social studies was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride and improvement in attitude toward school, OREA developed a Likert-type questionnaire which project personnel administered to all participating students in Chinese and Spanish. (See Appendix C.)

OREA also developed and distributed Likert-type evaluation questionnaires to teachers to rate their awareness of students' needs and problems. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were

analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine the proportion of students showing gains in English Language skills, OREA computed the percentage of students having pretest/posttest gains on the LAB. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential–the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project IMPROVE carried out the instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to improve and develop their English language skills.

An OREA consultant observed a beginning-level E.S.L. class of 28 students at Washington Irving High School. There was no paraprofessional present. The students read a poem, "Fueled," and reviewed vocabulary words. Students discussed whether the objects in the poem were inanimate or animate.

The evaluation consultant also observed a beginning-level E.S.L. class of eight students at the High School of Art and Design. Students sat in a circle, working collaboratively with the help of an Asian-American paraprofessional. The class read a story about a wealthy newspaper columnist. Students participated in a pre-reading exercise by examining a picture of the columnist and speculating about his life and career. Based on what students read, the teacher presented situations and the class conjectured as to how the columnist would react to them.

The evaluation objective for E.S.L. was:

- Seventy percent of the target students will demonstrate a significant increase in English proficiency as indicated by improvement on their LAB scores.

There were complete pre- and posttest scores on the LAB for 108 students

from grades nine through twelve. (See Table 4.) The percentage of students showing gains was 53.7. The mean gain of 5.6 N.C.E.s (s.d.=9.7) was greater than it had been the previous year (5.3 N.C.E.s) and was statistically significant ($p<.05$).

Although the gain was significant, less than 70 percent of the students improved their scores. The project did not meet its E.S.L. objective. Last year, the project failed to meet this objective.

Participants' Progress in Native Language Arts.

The evaluation objectives for N.L.A. were:

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish achievement.
- Seventy-five percent of the Chinese dominant participants will demonstrate a significant increase in Chinese language achievement as indicated by improvement on a teacher-made test.

There were no complete pre- and posttest scores on El Examen de Lectura en Español (ELE). OREA therefore used final course grades in Spanish N.L.A. in order to evaluate this objective. Over 91 percent of the students enrolled in Spanish N.L.A. courses achieved a passing grade of at least 65. (See Table 5.)

All students enrolled in Chinese N.L.A. courses achieved a passing grade of 65 or better. (See Table 5.)

Project IMPROVE met its objectives for Spanish and Chinese N.L.A. Last year, the project did not meet its Spanish N.L.A. objective but did meet the objective for Chinese N.L.A.

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Washington Irving	174	86	8.5	11.2	14.6	15.3	6.0	10.3	5.46*
Art and Design	25	22	18.4	10.3	22.2	12.5	3.8	7.3	2.46*
Total	199	108	10.5	11.7	16.1	15.0	5.6	9.7	5.96*

*$p < .05$

- Students showed significant improvement on the LAB.

TABLE 5

Passing Grades in Native Language Arts, by Language

Language	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Spanish	148	91.2	160	94.4
Chinese	12	100.0	10	100.0

- Over 90 percent of participating students passed their N.L.A. courses.

LEP Participants' Academic Achievement

Teachers at Washington Irving High School used only Spanish in content area courses. Classes at the High School of Art and Design were taught in English supplemented by Chinese or Spanish.

At Washington Irving High School, the evaluation consultant observed a bilingual physics class of 28 students. The students took a quiz on the previous day's lesson on acids and bases. The class was extremely noisy, and the students seemed unconcerned about the quiz.

The evaluation consultant observed a tenth grade sequential mathematics class at the High School of Art and Design. The class of four students was conducted mostly in Chinese. Students used the Barron's ***Regents Book*** to practice test-taking skills and to prepare for the Regents examination. One student worked out examples on the board, while another student explained the steps. Since the

class was so small and worked so closely with the teacher, each student received individual attention according to their needs.

The content area objective was:

- At least 70 percent of all target students will score at or above the passing criterion of 65 in the subject areas of science, mathematics, and social studies.

At Washington Irving High School, the content area objective was met in all areas during the fall and spring semesters. At the High School of Art and Design, students met the objective only in social studies in the spring semester. (See Table 6.)

Project IMPROVE partially met the content area objective. Last year, the project met the objective in social studies only in both semesters at the High School of Art and Design; at Washington Irving High School, students met the objective only in science both semesters.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Two students (1.0 percent of participants) were mainstreamed at the end of the school year, as opposed to one student (0.5 percent) last year. The project did not provide any data on this student's progress in mainstream classes.

TABLE 6

Passing Grades in Content Area Courses, by Site and Subject

High School	Subtest	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Washington Irving	Math	122	80.3	139	70.0
	Science	99	96.0	120	90.8
	Social Studies	143	70.0	162	71.6
Art and Design	Math	15	66.7	11	54.5
	Science	14	42.9	11	45.5
	Social Studies	24	58.3	19	73.7

- At Washington Irving High School, at least 70 percent of the students passed their content area courses both semesters. At the High School of Art and Design, students only met the social studies objective in the spring semester.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

American Culture and Citizenship

The project proposed one objective to increase familiarity with American culture through field trips:

- The program will organize at least three field trips for the targeted students at the two school sites to historical museums and United Nations, the White House, etc. to increase their familiarity with American culture and citizenship.

Program students at both schools took three cultural trips during the year. They included trips to the United Nations, Washington D.C., and the Amish area in Pennsylvania.

Project IMPROVE met its objective for increased student familiarity with American culture and citizenship. It did not meet this objective the previous year.

Cultural Pride

Multicultural education was an integral part of the curriculum and was aimed at instilling pride in and respect for American traditions and the heritage of project students. Students went to the Repertorio Español to see *Bodas de Sangre* and *Certamen de Oratorio en Español* at Hunter College. To promote cultural awareness, the project published a bilingual magazine containing students' art and writings.

Project students participated in assemblies, which included a speaker who emphasized the importance of education and the students' Latino heritage. Two plays in Spanish were presented at assemblies, *Interseccion* and *El Cambio de Agua*. Students made banners and posters in Chinese and Spanish that were

displayed around the school. At the spring festival, Chinese students translated names of other students into Chinese calligraphy.

The project proposed one objective for growth in cultural pride:

- Seventy-five percent of all target students will demonstrate an improvement in attitude towards their heritage.

The project used an OREA-developed student attitude survey in Chinese and Spanish to assess the growth of cultural pride in participants. OREA received data for 173 students, 82.1 percent of whom demonstrated an improvement in attitude toward their heritage.

Similar to last year, Project IMPROVE met its objective for improvement in attitude toward heritage.

Attitude Toward School

Counselors provided personal as well as academic guidance in students' native languages. They discussed the requirement for and benefits of getting a high school diploma. Tutorials, counseling services, and familiarizing parents with class activities also helped students gain a better attitude toward school. Motivational lectures were featured, emphasizing the importance of school. Students' achievements and honor roll students were recognized at assemblies.

The project proposed one objective for improving attitude toward school:

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school.

OREA developed a survey in Chinese and Spanish, which the project used to assess the improvement in participants' attitude toward school. Of the 173

completed surveys OREA r[illegible]ived, 82.8 percent indicated an improvement in attitude toward school.

Project IMPROVE met its objective for improvement in attitude toward school, as it had done the previous year.

Career Education

Project and school staff discussed graduation requirements with senior classes. Students received individual counseling as needed. Project IMPROVE staff assisted students in completing college applications and suggested colleges that would fulfill individual needs and goals. C.A.I. for the S.A.T.s was available.

The evaluation objectives for career education were:

- All graduating students will meet the bilingual career specialists for advisement at least three times during the school year.
- The program will have at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

At both participating sites, 97.5 percent of graduating students met with the bilingual career specialist at least three times during the school year.

The project provided bilingual workshops on college financial aid, the college admission process, the labor market, job interviewing skills, and self-esteem. Conferences on career information were held with various professionals speaking on different fields of work. The schools also held special events such as a Latino Career and Education Day.

Project IMPROVE met both career education objectives, as it had done the previous year.

Grade Retention

Project IMPROVE did not propose an objective for grade retention. Thirteen participating students (6.5 percent) were retained in grade. This represented a decrease from last year, when 39 students (17.5 percent) were retained in grade.

Dropout Prevention

To help reduce the dropout rate, staff monitored attendance very closely. Students who were in danger of failing received counseling. Phone calls were made to parents of students who were repeatedly late and falling behind in schoolwork.

Project IMPROVE proposed the following dropout prevention objective:

- Program students will have a significantly lower dropout rate than similar non-program students.

None of the project students dropped out of school at Washington Irving High School. The dropout rate for mainstream students was 5.5 percent. At the High School of Art and Design, 1.2 percent of mainstream students dropped out.

Similar to last year, Project IMPROVE met its objective for dropout prevention.

Attendance

Staff monitored students' attendance very closely and continuously contacted those parents whose children cut classes or had numerous absences. It was mandatory for students with poor attendance to see the guidance counselor. Peer tutoring was available for students who missed school. Students with excellent attendance received certificates at assemblies and were rewarded by being included on a school trip.

The project had one attendance objective:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students'.

At Washington Irving High School, project students' attendance was 94.6 percent, and mainstream students' attendance was 85 percent. The attendance rate for project students at the High School of Art and Design was 90.2 percent, as compared to 89.5 percent for mainstream students.

Project IMPROVE met its attendance objective. Last year, it met this objective only at Washington Irving High School.

Placement in Gifted and Talented Programs

Project IMPROVE did not propose an objective for gifted and talented students, and as in the previous year, no students were referred to gifted and talented programs.

Enrollment in Post-Secondary Education

No graduating students were reported to have enrolled in a post-secondary educational institution this year. Last year, one graduating student had gone on for further study.

CASE HISTORIES

Washington Irving High School

R.M., a 16-year-old boy, moved from the Dominican Republic in 1992 to live with his aunt in the United States. He had a tenth grade education and had maintained a satisfactory average in the Dominican Republic. Upon entering Project

IMPROVE as a junior, his English LAB score was at the sixth percentile. He was placed in a beginning E.S.L. class and an advanced N.L.A. class. He had a very hard time adjusting to his new culture, language, and family. Staff identified him as a student who needed supportive services and provided him with extensive individualized tutoring in the bilingual enrichment center. As R.M. improved his language skills, he became very involved with the program, the enrichment center, other students, and staff. R.M. has improved in every subject and maintains a high average.

The High School of Art and Design

M.N. was a shy, angry, and proud girl, resentful at having to enter the program. She was going through a difficult time at home and was distracted from focusing fully on her studies. Staff tutored her, helped prepare her for exams, and provided worksheets and translations for her. As she became English proficient and excelled in the content area courses, she realized she could do whatever she set her mind to.

STAFF DEVELOPMENT OUTCOMES

Project IMPROVE held articulation meetings to explain the goals of the project to school staff.

The staff development objective for continuing education was:

- Ninety percent of the program staff members will enroll in at least one university course each semester.

At Washington Irving High School, all Title VII staff members took university courses at Hunter and Lehman Colleges of the City University of New York (CUNY). At the High School of Art and Design, no Title VII staff members took university courses, while 14 percent of non-Title VII staff attended classes at New York University and CUNY's Hunter College. Course topics included human relations in the classroom, developmental skills for LEP students, child abuse, statistics, introduction to language acquisition, and teaching methods for LEP students.

Similar to last year, the project partially met its objective for ongoing education, meeting it at Washington Irving High School but not at the High School of Art and Design.

There was one objective for awareness of pupil's needs and problems:

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

OREA developed a staff awareness survey for program staff to assess whether they had gained a greater awareness of pupils' needs and problems. Of the 22 completed surveys the project returned to OREA, 77.3 percent indicated that their awareness of pupil needs had improved and 72.7 indicated that their awareness of their students' problems had increased.

Project IMPROVE did not meet its objective for improvement in awareness of pupils' needs and problems. Last year, the project was successful in meeting this objective.

PARENTAL INVOLVEMENT OUTCOMES

Program staff sent letters and telephoned parents to inform them of Open School Day/Evening. An interpreter, proficient in the parents' native languages, was present during the meetings.

There was one parental involvement objective:

- The proportion of program students' parents who participated in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in these activities.

At Washington Irving High School, 75 percent of program students' parents and 30 percent of mainstream students' parents attended Open School Day/Evening in the fall. In the spring, 74 percent of program students' parents and 41 percent of mainstream students' parents attended.

At the High School of Art and Design, 80 percent of program students' parents and 26 percent of mainstream students' parents attended Open School Day/Evening in the fall. In the spring, 73 percent of program students' parents and 26 percent of mainstream students' parents attended.

The objective for parental involvement was met at both school sites. Last year, this objective was met only at the High School of Art and Design.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project IMPROVE met its objectives for Spanish and Chinese N.L.A, familiarity with American culture and citizenship, cultural pride, attitude toward school, career education, dropout prevention, attendance, and parental involvement. The project partially met its objectives for content area subjects and staff enrollment in college courses. The project failed to meet its objectives for E.S.L and staff awareness of pupil needs and problems.

Participating students in Project IMPROVE showed academic progress. Of the 199 participating students in grades nine through twelve, 186 were promoted to the next grade. The students showed gains in Spanish and Chinese native language arts and in the content areas as indicated by their final course grades. Although students did not show gains on the LAB at the rate projected, gains that were shown were significant.

MOST AND LEAST EFFECTIVE COMPONENTS OF THE PROJECT

Highly effective components of Project IMPROVE were career planning and development, the enrichment center, the various extracurricular activities, and the multicultural events. The program's efforts to increase students' familiarity with American culture was also effective.

The least effective component of the project was individual tutoring, mainly because it was provided only at limited times: after-school and during lunch.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Explore reasons why fewer than the anticipated number of students showed gains in English language proficiency. Augment small group instruction, peer tutoring, and computer-assisted instruction, as needed.

- Form study groups for content area courses, particularly at the High School of Art and Design. Provide individualized and peer-group instruction.

- Encourage staff at the High School of Art and Design to enroll in university courses.

- Help staff develop an increased awareness of students' needs and problems by offering workshops specifically devoted to that topic.

APPENDIX A

Instructional Materials

E.S.L.

Washington Irving High School

Title	Author	Publisher	Date	Grade
Elementary Compositions Practice	L. Blanton	Newbury House	1979	9-10
Odyssey, Books 1-6	Kimbrough, et al.	Longman	1983	9-11
Oxford Picture Dictionary	E.C. Parwell	Oxford	1978	9-12
Structure Practice in Context	J. Maurer, et al.	Longman	1984	9-12
Skill Sharpeners for E.S.L. Students	J. DeFilippo, et al.	Addison-Wesley	1984	9-12
Lifelines: Coping Skills in English	B. Foley	Regents	1981	9-10
American Folktales I & II	V. Binner	Crowell	1966	9-12
English in Everyday Life	T. Carver	Prentice Hall	1985	9-10

The High School of Art and Design

Title	Author	Publisher	Date	Grade
Our People and Their Stories	N. Dunetz	Addison-Wesley	1985	9-12
A Mother of Judgement	Spizler, et al.	Globe	1988	9-12
Opening New Doors	F. Marjorie	Globe	1988	9-12
The Write Steps	G. Jullian	Hammond	1986	9-12
David Copperfield	C. Dickens	Longman	1987	9-12
Essentials of Modern English	Pollack, et al.	McMillan	1961	10
The Reading Road to Writing,	R. Potter	Globe	1984	9-11
Writing: The Business Letter	Craz, et al.	Competency Press	1987	11
Scope Reading 2	Bushman, et al.	Harper & Row	1987	9-10
Beyond the Beginning	Hyzer, et al.	Prentice Hall	1991	9-10
Turning Points 1-3	Iantomo, et al.	Addison-Wesley	1989	9-12
Tom Sawyer	Twain	Longman	1992	9-12
The Prince and the Pauper	Twain	Longman	1992	9-12
King Arthur	Swan	Longman	1992	9-12
Jane Eyre	Bronte	Longman	1992	9-12
Canterbury Tales	Chaucer	Longman	1992	9-12

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Washington Irving High School

Title	Author	Publisher	Date	Grade
Calidoscopio Espanol	Neal and Garcia	Ginn & Co.	1971	9-10
Calidoscopio de las Americas	Martin and Valenck	Ginn & Co.	1971	9-10
Dama de Alba	A. Casona	Charles Soribners	1944	9-10
Modern Spanish Prose	G.W. Andrian	McMillan	1977	9-10
Fiesta del Noroesto	A.M. Matute	Destino Libro	1987	12
Cinco Maestros	A. Coleman	Harcourt Brace Jovanovich	1969	11-12
El Conde de Lucanor	M.C. Andrade	National	1988	9-12
El Aleph	J.L. Barges	Alianza/Emece	1988	12
El Colonel No Tiene Quien Le Escriba	G.G. Marquez	Biblioteca Era	1990	12

The High School of Art and Design

Title	Author	Publisher	Date	Grade
Advanced Chinese Language	Asian Bilingual Department	Asian Bilingual Department	1983	10-12
Literature for World Journal	Asian Bilingual Department	Asian Bilingual Department	1983	10-12
Bodas de Sangre	F. Garcia Lorca	Mexicanos Unidos	1985	9-10
Casa de Bernarda Alba	F. Garcia Lorca	Mexicanos Unidos	1987	11-12
Medea	Eurpedes	Casa Argentina	1978	9-10
Azul	R. Dario	Lectoium	1986	11-12

APPENDIX A

Instructional Materials

Mathematics

Washington Irving High School

Title	Author	Publisher	Date	Grade
Matematicas	L Ofran	Silver Burdett	1989	9-12
Integrated Matematics I	E. Keenan, et al.	AMSCO	1981	10-12
Integrated Matematics II	E. Keenan, et al.	AMSCO	1981	10-12

The High School of Art and Design

Title	Author	Publisher	Date	Grade
Integrated Mathematics, 1-3	Keenan, et al.	AMSCO	1990	10-11
Pre-Algebra	N. Edwards	Holt, Rinehart, Winston	1986	9-10
Mathematics	L. Orfan	Silver, Burdett, Ginn	1988	9-10
Study Guide for Research and Practice	T. Clark	Houghton Mifflin	1992	9-10

APPENDIX A

Instructional Materials

Science

Washington Irving High School

Title	Author	Publisher	Date	Grade
Biologia Human Anatoma, Fisiologia y Higiene	M.E. Dihigo	La Escuela Nueva	1974	9-10
La Materia y la Energia	C. Heimler, et al.	Merrill	1985	10-12
Biologia	A. Bahret, et al.	Prentice Hall	1992	10-12
Biology and Human Progress	C. Tanzer	Prentice Hall	1986	10-12

The High School of Art and Design

Title	Author	Publisher	Date	Grade
Focus on Physical Science	C. Heimler, et al.	Charles Merrill	1991	9-10
La Materia y la Energia	C. Heimler, et al.	Charles Merrill	1991	9-10
R.C.T. Science Review	C. Raabie, et al.	Prentice Hall	1988	9-10
Physics: Principles and Problems	Murphy	Charles Merrill	1986	11
Biologia	Alexander	Silver Burdett & Ginn	1987	9
Physical Science	Heimler, et al.	Charles Merrill	1981	9

APPENDIX A

Instructional Materials

Social Studies

Washington Irving High School

Title	Author	Publisher	Date	Grade
El Mundo y Su Gente: Europa, Africa, Asia y Australia	K. Cooper	Silver Burdett	1984	9-11
Nueva Historia de los Estados Unidos	Baker, et al.	Minorva Books	1986	10-12
World History	I. Gordon	AMSCO	1993	10-12
Cuestiones de Actualidad	Close-up Foundation	Close-up Foundation	1993	10-12
Comprende tu Mundo	Killoran, et al.	Jarrett	1992	10-12
Historia de los Estados Unidos	Killoran, et al.	Jarrett	1992	10-12

The High School of Art and Design

Title	Author	Publisher	Date	Grade
Japan	C. McNulty	AMSCO	1975	9-10
China	C. McNulty	AMSCO	1975	9-10
India	C. McNulty	AMSCO	1983	9-10
USA: The Unfolding Story of America	P. Groisser, et al.	AMSCO	1987	12
Nueva Historia de Los Estados Unidos	P. Baker, et al.	Minerva	1986	9-10
Historia del Antigno Continente	A. Montenegro	Norma	1987	9-10
Civilization of the Past and Present	H. Brun	AMSCO	1988	10
Rise of the American Nation	L. Todd, et al.	Harcourt Brace Jovanovich	1977	11

APPENDIX B

Schedules of Instruction

Washington Irving High School
9th Grade

Days	Period	Subject
M-F	1	Global Studies 2
M-F	2	Physical Education
M-F	3	General Science
L U N C H		
M-F	5	E.S.L.
M-F	6	Fundamental Math
M-F	7	Art
M-F	8	E.S.L.
M-F	9	E.S.L.

11th Grade

Days	Period	Subject
M-F	1	E.S.L.
M-F	2	General Science
M-F	3	N.L.A.
M-F	4	U.S. Government
M-F	5	E.S.L.
L U N C H		
M-F	7	Keyboarding
M-F	8	Physical Education
M-F	9	Sequential Math

APPENDIX B

Schedules of Instruction, cont'd.

The High School of Art and Design
10th Grade

Days	Period	Subject
M-F	1	Physical Education
M-F	2	Global Studies 4
M-F	3	Mathematics
M-F	4	Chemistry
M-F	5	E.S.L.
L U N C H		
M-F	7	N.L.A.
M-F	8	Art
M-F	9	Art

12th Grade

Days	Period	Subject
M-F	1	Art
M-F	2	Art
M-F	3	Government
M-F	4	Music
M-F	5	E.S.L.
L U N C H		
M-F	7	N.L.A.
M-F	8	Art

APPENDIX C

LIKERT-TYPE QUESTIONNAIRES

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EDUCATIONAL EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Evaluación Estudiantil - Primavera 1993

Programa: **Proyecto IMPROVE** 3 7 (1 2)

Instrucciones:	Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. El Proyecto IMPROVE me ha ayudado a mantener contacto con la cultura latino.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho 1 2 3 4 5 ☐ 3

2. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

   No estoy de acuerdo |__|__|__|__|__| Estoy de acuerdo 1 2 3 4 5 ☐ 4

3. ¿De qué forma ha cambiado el Proyecto IMPROVE sus sentimentos acerca de su herencia hispana?

   Me siento peor al respecto |__|__|__|__|__| Me siento mejor al respecto 1 2 3 4 5 ☐ 5

4. Yo estoy más interesado(a) en continuar mis estudios el año que viene gracias al Proyecto IMPROVE.

   No estoy más interesado(a) |__|__|__|__|__| Estoy mucho más interesado(a) 1 2 3 4 5 ☐ 6

5. El Proyecto IMPROVE me ha ayudado a mejorar en la escuela.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho 1 2 3 4 5 ☐ 7

6. El Proyecto IMPROVE me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho 1 2 3 4 5 ☐ 8

Muchas gracias por completar este cuestionario.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EDUCATIONAL EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Student Assessment
Spring 1993

Program: **Project IMPROVE**

3 7
17 18

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Project IMPROVE helped me keep in closer contact with my Asian culture.

Did not help me at all	1	2	3	4	5	Helped me a lot

☐ 19

2. By keeping in contact with my Asian culture, I will learn more about myself.

Not true at all	1	2	3	4	5	Very true

☐ 20

3. How has Project IMPROVE changed the way you feel about your Asian heritage?

I feel worse about it	1	2	3	4	5	I feel better about it

☐ 21

4. Because of Project IMPROVE, I am more interested in continuing my education next year.

I am not more interested	1	2	3	4	5	I am much more interested

☐ 22

5. Project IMPROVE has helped me to do better in school.

Did not help me at all	1	2	3	4	5	Helped me a lot

☐ 23

6. Project IMPROVE has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	1	2	3	4	5	Helped me a lot

☐ 24

Thank you for completing this form.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EDUCATIONAL EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Staff Awareness
Spring 1993

3 7
25 26

Program: **Project IMPROVE**

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project IMPROVE, to what degree have you become **more aware** of students' needs?

☐ 27

Not more aware at all |__|__|__|__|__| Much more aware
1 2 3 4 5

2. Since participating in Project IMPROVE, to what degree have you become **more aware** of students' problems?

☐ 28

Not more aware at all |__|__|__|__|__| Much more aware
1 2 3 4 5

3. What is your overall assessment of the project?

☐ 29

Poor quality |__|__|__|__|__| Superior quality
1 2 3 4 5

4. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

Thank you very much for your assistance.